

Serving the professional development needs of extraordinary educators.

**2F-097 Teens Love to Argue...  
We Need to Let Them**  
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Handout is Here:  
[www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

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Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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**Why Does Argument Matter in Writing?**

**Directions: Turn to some of your nearby colleagues and discuss why and how you teach argumentation and writing.**

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## The Basics of Argumentation

### The Basics

- Solving Mysteries (Simple Arguments)
- What Makes a Good-Mascot---or a Good Leader? (Arguments of Judgment)
- Solving Problems Kids Care About (Writing Simple Arguments of Policy)

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## Going Toward the More Complex

### More Complex Arguments

- Answering Difficult Questions (Learning to Make Judgments Based on Criteria)
- What is Courage? (Developing and Supporting Criteria for Arguments of Judgment)
- Argument and Interpretation (Making Literary Judgments)

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## Using Non-Text Based Materials for the Basics of Argumentation



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**Zombie Fungus**



<http://youtu.be/XukjBIBBAL8>

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**CERCA Model**

-  **claim**
-  **evidence**
-  **reasoning**
-  **counter-claim**
-  **audience-appropriate language**

<http://www.thinkcerca.com>

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 **claim**

- Answers a specific question given in a prompt or asserts an independent claim generated by the student.
- Claim statement often suggests/addresses an audience.
- Tells readers why the issue is significant\*. Providing key words as part of an essential question unit often helps students express this significance and their reasoning. For example, in discussions of Facebook and teens, “privacy,” “freedom,” and “safety” are key terms students will need.

\*CCSS

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### evidence

- Quotations from the text (Word for Word).
- Summary of text.
- Paraphrased information.
- Facts & statistics.
- Anyone engaged in the argument can find this and use it.

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### reasoning

- The source of the greatest language and cognitive demands.
- This is thinking spelled out.
- Answers this question: “How does that evidence help prove the claim?”
- Where rigor and learning reside.

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### counter-claim

- Bring it on! The counter-claim challenges students to consider other viewpoints by asking them to state an opponent’s argument and to develop a rebuttal from a shared value.
- A natural and serious game, debate is animated by counter-argument. Responsiveness to another argument makes the counter-claim in writing, play, discussion, or creation the most engaging aspect of **cerca**.
- Exploring opposing viewpoints is a strong thread throughout all academic standards, from the College Readiness Standards to the Common Core Standards. It is also a skill featured prominently in Advanced Placement assessments across disciplines.

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## ! audience-appropriate language

- Academic Language Learners (ALLs) and English Language Learners (ELLs) struggle with the power of their own ideas because they often lack the language or the confidence to express the abstract concepts and complex ideas that are the basis of reason-giving in all forms of argumentation.
- Academic terms, discipline-specific sentence frames, and arguespeak can be provided to scaffold these challenges.
- In reading, students can begin to see arguments with a kind of X-ray vision when they are given this support, providing more support and practice for challenging reading.
- Students can be taught about correct usage, punctuation, or even the aptness of a word choice, when we pay regular attention to these details within a systematic program.

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## For More on CERCA

- <http://www.thinkcerca.com>
- Quick Lessons
- Lessons on Claim, Evidence, Reasoning, Counter Argument, Audience/Appropriate Language

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## Beyond the Basics of Argument




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## Take Out Your Cell Phones Please...



Move into groups of 5

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## Step One

- Step 1
- As a group of 5, write 5 descriptions of a cell phone (functionality, size, etc..)
- Make 2 copies of each of the five descriptors on each piece of paper.

Like this:

Can connect to the Internet

Can connect to the Internet

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## Step Two

- Count off 1-5
- Evens- Use the 5 descriptors as evidence in an argument supporting the claim that students should be allowed to use cell phones in schools.
- Odds- Use the 5 descriptors as evidence in an argument supporting the claim that students should not be allowed to use cell phones in schools.
- Number 5 will be the judge/tiebreaker
- Each team has 5-7 minutes to use evidence to construct an argument. No evidence can be used without a reason attached.

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**Step Three**

- Each team presents their argument.
- Each team then has a chance to submit 2 counter-arguments.
- Each team submits rebuttals.

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**Who Wins?**

- Person #5 is the tiebreaker who must award the reason-counter-argument point to the team with the strongest argument for the shared value: Learning, which one helps kids learn more? That's who should win.

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**Arguments Based on a Shared Value**

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The Shared Value

**Nevada homicide law defines murder as a killing with malice aforethought.**

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The Problem

**A relatively young woman married a man over 70 years old. One night he was sick with a bad cold in the middle of the winter. The woman opened a window in the man's bedroom. The open window let in a freezing draft in on the man. He developed some hypothermia as a result of the open window. His health failed and he died. Would you charge her with murder?**

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Although This May Seem Overwhelming...

- Imagine classrooms that are student centered where we are focusing on SKILLS and teachers and curriculum specialists are partnering to make this happen.

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**We believe educators have the most important job in the world.**

Together let's create extraordinary classrooms.





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